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ABSTRACT

Presented is a guide to about 40 items of literature and materials concerned with the special education approach developed by Frank M. Hewett of the Santa Monica project. Major components of the approach are said to be the engineered classroom, the Madison school plan/learning center, and the train and trade program. Listings generally include author, title, source, date, pagination, and a brief review. The guide is organized into six major categories: books, monographs, and chapters (eight listings); journal articles (nine listings); unpublished project literature (eight listings); audiovisual aids (four listings); published curricular material (six listings); and applications and modifications (eight listings). Also included is an index of names and addresses connected with the Santa Monica project. (DB)

MANUSCRIPT NO. 481

A GUIDE TO THE SANTA MONICA PROJECT DOCUMENTATION: ENGINEERED CLASSROOM, MADISON SCHOOL PLAN/LEARNING CENTER, AND THE TRAIN AND TRADE PROGRAM

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INTRODUCTION

The Engineered Classroom and Madison School Plan/Learning Center concepts, developed by Frank M. Hewett with his associates in the Santa Monica Project, are well established in the special education lexicon. The first generation of literature enamating from the Project consists of hundreds of pages distributed in numerous sources. Interest in the concepts has gathered throughout the nation (Jordan, 1971) so that a second generation of literature is developing as educators begin to report their experiences with the concepts. The materials, however, are widely dispersed and thus place a considerable search burden on interested scholars, researchers, and practitioners (particularly the latter) who wish to employ the Hewettian concepts didactically, paradigmatically, and/or partically.

The purpose of this article is to provide a guide to the Santa Monica Project literature and materials and some illustrative items of the second generation literature. The guide also provides a historical perspective of Hewett's influence on contemporary special education in the United States.

FORMAT

This guide is comprised of seven main categories. The subcategories and the elements within them are presented in temporal order beginning with the most current concept. The categories are as follows:

1.0 Books, Monographs, Chapters

- 1.1. Madison School Plan/Learning Center
- 1.2. Engineered Classroom

2.0 Journal Articles

- 2.1. Madison School Plan/Learning Center
- 2.2. Engineered Classroom

3.0 Unpublished Project Literature

- 3.1. Train and Trade Program
- 3.2. Madison School Plan/Learning Center
- 3.3. Engineered Classroom

4.0 Audio-visual Materials

- 4.1. Films
- 4.2. Slides

5.0 Published Curricular Materials

6.0 Applications and Modifications

7.0 Index of Names

TERMINOLOGY

1. The Santa Monica Project--Refers to all project activities, however, it is often used synonymously with the Engineered Classroom concept.
2. The Engineered Classroom--A single classroom unit which is synonomous with Pre-Academic I in the Madison Plan.
3. The Madison* School Plan/Learning Center--A total program consisting of three components: Pre-Academic I, Pre-Acdemic II, and Academic I. Pre-Academic I is the Engineered Classroom. The literature on the Madison School Plan also refers to Academic II which consists of the regular grade classrooms contiguous with the Learning Center.

*The search of the fugitive literature produced a "Madison Setting" employed in Minnesota. The program is of different orientation and unrelated to the Santa Monica Project.

Other appelations for the concepts have been applied in the field such as "Hewett" rooms, as well as generalized titles, e.g., resource rooms. behavior modification rooms, and learning centers, etc. Applications of the concepts in local school districts have been labeled by adding a local site designation to the original concept, e.g., East Detroit Engineered Classroom (East Detroit, Michigan); Webster School Madison Plan Learning Center (Hazel Park, Michigan).

THE GUIDE TO THE SANTA MONICA PROJECT DOCUMENTATION

1.0 Books, Monographs, Chapters

1.1. Madison School Plan/Learning Center

1.1.1. Hewett, F.M., "An Approach to Planning", in A. Abeson and J. Blacklow (eds.), Environmental Design: New Relevance for Special Education, Council for Exceptional Children, 1971, 25-30.

Lists guiding questions useful for planning facilities for exceptional children. Employs the Madison School Plan/Learning Center and Engineered Classroom concepts to structure questions. Extremely pertinent for those preparing to plan and implement special education programs.

1.1.2. Hewett, F.M., "The Madison School Plan," in: M.C. Reynolds and David, M.D. (eds.), Exceptional Children in the Regular Classroom, University of Minnesota, 1971.

This piece is a "brief progress report" of the Madison School Plan and the issues and implications which the Plan has addressed and has raised. Must reading for those who are well versed in Hewett's conceptualizations; very profitable for all others.

1.1.3. Taylor, F.D., Hewett, F.M., et al, "A Learning Center Plan for Special Education," Focus on Exceptional Children, May, 1972.

Update of previously published and unpublished materials (1.1.4; 3.2.3).

Includes the standard floor plan, four alternative floor plans designed to meet particular needs, and a schedule for the Pre-Academic I, II, and Academic I components of the model. (An unpublished version is extant).

1.1.4. Hewett, F.M., Taylor, F.D., Artuso, A.A., Quay, M.D., "The Learning Center Concept," in R.H. Bradfield (ed.), Behavior Modification of Learning Disabilities, Academic Therapy Publications, 1971, 127-137.

Overview of the Madison School Plan/Learning Center concept. Includes a description of all major components, typical and alternative classroom combination designs, and a daily schedule for all components. (An unpublished version is extant).

1.2. Engineered Classroom

1.2.1. Hewett, F.M., "The Engineered Classroom; An Innovative Approach to the Education of Children with Learning Problems." In: Innovations in Special Education: Title III ESEA, DHEW Publications (DE) 72-30, U.S.G.P.O., 1972, 45-60.

An excellent overview of the Engineered Classroom concept. Includes historical background, objectives, theoretical framework, floor plan, and illustrative curricular and procedural materials. (Also in R.H. Bradfield (ed.), Behavior Modification: The Human Effort, Dimensions Publishing Co., 1970, 77-98).

1.2.2. Hewett, F.M., The Emotionally Disturbed Child in the Classroom, Allyn and Bacon, 1970, 373 pp.

This book is the major resource for information on the Engineered Classroom concept. Rationale, theoretical framework, organizational and procedural detail, research and evaluation data are provided. This book, combined with the film, The Santa Monica Project (see 4.1.2.), and the project curricular materials (5.0), provides a complete instructional support system for pre-service and in-service teacher training. Incorporates all previous journal articles published by Hewett,

(Cited in Drew. C.S., "Research on the Psychological-Behavioral Effects of the Physical Environment," Review of Educational Research, 1971, 447-465).

1.2.3. Stillwell, R.J., Artuso, A.A., Hewett, F.M., and Taylor, F.D., "An Educational Solution, the Engineered Classroom", Focus on Exceptional Children, March 1970, 1-14.

An overview of the Engineered Classroom; operational detail of all major elements in the concept and illustrative curricular material. (Reprinted in Meyen, S.L., Vergason, G.A., Whelan, R.J. (ed.), Strategies for Teaching Exceptional Children, Love Publishing Co., 1972).

1.2.4. Hewett, F.M., "An Engineered Classroom Design for Emotionally Disturbed Children," in J. Hellmuth (ed.), Educational Therapy Volume 2, Special Child Publications, 1968, (Exceptional Children Abstracts #10623).

Hewett presents an extensive but concise description of the Engineered Classroom including rationale and operational detail. This Chapter, very serviceable as an implementation guide, contains some important points not found in other materials.

2.0 Journal Articles

2.1. Madison School Plan/Learning Center

2.1.1. Soloway, M.M., and Taylor, F.D., "The Madison Plan," Instructor, November 1972, 94-95.

A brief overview of the Madison School Plan/Learning Center. Rationale and description of program components are briefly presented.

2.1.2. Hewett, F.M., "The Madison Plan as an Alternative to Special Class Placement," (an interview) in E.R. Blum (ed.), "The Now Way to Know," Education and Training of the Mentally Retarded, February 1971, 29-42.

Hewett outlines the Madison School Plan/Learning Center concept. Details are filled in as only the originator can. An excellent introduction and useful for preliminary planning and implementation.

2.1.3. Artuso, A.A., Taylor, F.D., and Hewett, F.M., "The Madison Plan Really Swings," Today's Education (NEA Journal), November 1970, 15-17.

A concise explication of the Madison School Plan/Learning Center. This item's

brevity makes it excellent for introductory use.

2.2. Engineered Classroom

2.2.1. Hewett, F.M., Taylor, F.D., and Artuso, A.A., "The Santa Monica Project: Evaluation of an Engineered Classroom with Emotionally Disturbed Children," Exceptional Children, March 1969, 523-529.

Presents the results of the evaluation of the experimental Engineered Classroom program (see 3.3.2. for complete report). (Cited in Lipe, D., and Jung, S.M., "Manipulating Incentives to Enhance School Learning," Review of Educational Research, October 1971, 249-280).

2.2.2. Hewett, F.M., Taylor, F.D., and Artuso, A.A., "The Santa Monica Project," Exceptional Children, February 1968, 387.

A brief note on the experimental Engineered Classroom Model. A more extensive report is presented in 2.2.1.

2.2.3. Hewett, F.M., "Educational Engineering with Emotionally Disturbed Children," Exceptional Children, March 1967, 459-467.

Presents the theoretical framework of the Engineered Classroom. Includes the Learning Triangle, Hierarchy of Educational Tasks, Description of Educational Tasks, interventions, operations, and floor plan (all are included in 1.2.2.).

(Reprinted in N.L. Breyer (ed.), Behavior Modification in the Classroom, MSS Educational Publishing Co., 1969, 45-53; and in R.L. Jones (ed.), New Directions in Special Education, 1970, 278-293).

2.2.4. Hewett, F.M., "A Hierarchy of Competencies for Teachers of Educationally Handicapped Children," Exceptional Children, September 1966, 7-11.

Describes a herarchy of teacher competencies, applied to the emotionally disturbed, "which shifts the focus from educational artistry to trainable competencies."

2.2.5. Hewett, F.M., "The Tulare Experimental Class for Emotionally Handicapped Children," California Education, February 1966, 6-8.

Describes "the first step in a research program designed to provide teachers of the educationally handicapped with simple theory of instruction that can be employed in a practical classroom program and that will enable educationally handicapped

pupils to learn efficiently." This was the pilot study for the Engineered Classroom.

2.2.6. Hewett, F.M., "A Hierarchy of Educational Tasks for Children," Exceptional Children, December 1964, 207-214.

Presents Hewett's initial Hierarchy of Educational Tasks. The tasks, while still relevant, have been modified and can be found in Hewett's book (see 1.2.2.).

(Cited in Bower, E., "Mental Health," in R.L. Ebel (ed.), Encyclopedia of Educational Research, 4th ed., MacMillan Company, 1969, 811-828; Bateman, B., "Learning Disorders," Review of Educational Research, December 1968, 447-459; reprinted in R.H. Bradfield (ed.), Behavior Modification: The Human Effort, Diminsions Publications Co., 1970, 353-365).

3.0 Unpublished Project Literature

3.1. Train and Trade Program

3.1.1. Taylor, F.D., Hewett, F.M., and Soloway, M.M., Santa Monica Train and Trade Program, California State Department of Education, April 24, 1972, 74 pp.

The latest development to evolve from Santa Monica. Represents a full leap into the regular classroom. The Madison Plan services as a training center for regular classroom teachers as well as a learning center for children. Includes Learning Center Observation Sheets and EMR and EH Placement Survey form.

3.2. Madison School Plan/Learning Center

3.2.1. Hewett, F.M., et al, The Santa Monica Madison School Plan Operational Manual, Santa Monica Unified School District, Fall 1970, 78 pp.

A major project document which details completely the implementation and operational procedures of the Madison School Plan. Includes: assignment to facilities and staff; roles and responsibilities of school personnel and parents; scheduling, curriculum, evaluation, check work system; Task and Setting Behavioral Rating Form; Work Record Card; Conversion sheets; Academic I and II evaluation forms; Madison Placement Inventory and Tally Sheet.

3.2.2. Soloway, M.M., A Descriptive Study of the Madison School Plan, unpublished Master's Thesis, Los Angeles: University of California, 1970.

3.2.3. Taylor, F.D., Artuso, A.A., Soloway, M.M., Hewett, F.M., Quay, H.C., and Stillwell, R.J., A Learning Center Concept The Madison School Plan, Santa Monica Unified School District xerox, undated, 10 pp.

Describes the Madison School Plan. Includes typical and alternative floor plans for the model, and schedules for each of the three components. (See 1.1.4. for published version).

3.2.4. Anon. Madison School Plan, Santa Monica Unified School District, ESEA Title VI-B, Phase I, California Department of Education, xerox, undated 15 pp.

Overview and details of the Madison School Plan components. Includes daily schedule for all components, floor plan, and Madison School Plan Inventory with scoring procedures and tally sheet.

3.3. Engineered Classroom

3.3.1. Hewett, F.M., Artuso, A.A., Taylor, F.D., and Stillwell, R.J., The Santa Monica Project: (Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in Public School: Phase II, Primary and Secondary Levels, U.S.O.E. (OEG-0-8-071298-2799) (032), November 1969, 92 pp. (Eric Document #038809).

Evaluation report of the experimental Engineered Classroom. Includes Quay and Werry Deviant Classroom Behavior Frequency Count Form with instructions, and Quay and Patterson Behavior Problem Checklist.

3.3.2. Hewett, F.M., Taylor, F.D., and Artuso, A.A., The Santa Monica Project: (Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School: Phase I: Elementary Level, Final Report, U.S.O.E. (OEG-4-7-0G2893-0377), 1967, 97 pp. (Eric Document, #031 020).

3.3.3. Hewett, F.M., Taylor, F.D., and Artuso, A.A., The Santa Monica Project: An Engineered Classroom for Educationally Handicapped Children, U.S.O.E. (EG-0-8-071298-2799) (032), xerox, undated.

4.0 Audio-Visual Aids

4.1. Films

4.1.1. The Madison School Plan, 16 mm, color, 18 minutes. Santa Monica Schools.

The Madison School Plan is shown in operation. Rationale is provided by Hewett, Taylor, Quay, and others. Understanding is enhanced if viewers read 2.1.2. and/or 2.2.2. before viewing.

4.1.2. The Santa Monica Project (The Engineered Classroom), 16 mm. color, 28 minutes. Santa Monica Schools.

The Engineered Classroom is shown in operation with Hewett's theoretical framework interspersed throughout. The sequence shows the routine operation and the use of the environment as interventions. (See D. Mahler, Media Reviews, Exceptional Children, February 1972, 497).

4.1.3. Psychiatry: Autism's Lonely Children, 16 mm.,black and white, 33 minutes. NET.

Hewett's earlier work at the UCLA Neuropsychiatric Institute is presented. Hewett demonstrates the use of a learning booth with autistic children in a small scale engineered environment.

NOTE: A presentation of all three films in immediate succession provides an excellent perspective of the development of Hewett's conceptualization. A prior reading of 2.2.2. enhances understanding of the film presentation.

4.2. Slides

4.2.1. Haroldson, E., East Detroit Engineered Classroom, eighty 35 mm. color slides with tape and tape script, East Detroit Public Schools, East Detroit, Michigan, 7-28-70.

An application of the Engineered Classroom concept with several modifications to suit local needs.

5.0 Published Curricular Material

5.1. Science Tasks (available, January 1973).

5.2. Taylor, F.D., Artuso, A.A., Johnson, A., Clark, K., Kramer, B., and Hewett, F.M., Individualized Reading Instruction: Games and Activities, Love Publishing Company, 1972.

A resource reference for teachers. Includes instructional games and activities as techniques for enhancing a reading program. Contains four sections: Vocabulary and Skill Development; Learning to Use Textbooks and Resource Materials; Understanding Content; and Physical Factors, Oral Reading Skills; and Record of Books Read.

5.3. Taylor, F.D., Artuso, A.A., and Hewett, F.M., Creative Art Tasks for Children, Love Publishing Company, 1970, unpaginated.

Contains 146 art tasks, each with brief, simple directions, list of materials, and example of end product in various stages of completion. A brief rationale is provided for the use of these materials in the Engineered Classroom setting.

5.4. Taylor, F.D., Artuso, A.A., and Hewett, F.M., Creative Art Tasks Cards, Love Publishing Company, 1971.

Consists of the art tasks in 5.3. produced on separate heavy stock cards which may be kept in the Art Center for perminent and easy access by the pupil.

5.5. Taylor, F.D., Artuso, A.A., and Hewett, F.M., Individualized Arithmetic Instruction, Love Publishing Company, 1970, 110 pp.

Contains 85 arithmetic exercises, most of which are ingenious in terms of simplicity and efficiency. The "Arithmetic Circle" sheets are of special note. A Record of Basic Facts is also included.

5.6. Artuso, A.A., Taylor, F.D., and Hewett, F.M., Individualized Reading Skills Improvement: Vocabulary Development Exercises, Love Publishing Company, 1970, 86 pp.

Contains 65 vocabulary exercises, each in clear, interesting, and novel layout.

NOTE: 1. Other materials necessary for the operation of the Engineered Classroom and Madison School Plan are printed by the Santa Monica Unified School District, e.g., Work Records Cards, Reading Cards, Pupil Report, Activity Cards.

2. All items can be employed in any setti[illegible]ication of the work sheets can be done without prior permission [illegible]he publisher.

6.0 Applications and Modifications - (Items listed in Alphabetical Order)

6.1. Blumenfeld, A., An Individualized Approach to Teaching Physical Education Through the Madison School Plan: A Teacher's Guide, unpublished Master's Essay, Detroit: Wayne State University, 1972, 32 pp.

6.2. Kokaska, S.M., and Kokaska, C.J., "Individualized Work Centers: An Approach for the Elementary Retarded Child," in L. J. Jordon (ed.), "Classroom Techniques," Education and Training of the Mentally Retarded, February 1971, 25-27.

An adaptation of the Engineered Classroom concept for primary level EMR children. Evaluation Data is provided. (See also Sheron, A.A., "Social Exchange and Operant Conditioning with Application to the Mentally Retarded," Education and Training of the Madison Plan, February 1971, 65-70).

6.3. Kravetz, R.J. and Forness, S.R., "The Special Classroom as a Desensitization Setting", Exceptional Children, January 1971, 389-391.

Emphasizes desensitization techniques in an Engineered Classroom setting.

6.4. Marshall, W.H., (ed.), The Engineered Classroom, State of Nebraska, Department of Education, 1970, 47 pp.

Breakdown of the Engineered Classroom for presentation in a training workshop (Frank D. Taylor, Robert Stillwell workshop leaders). Of special interest are various diagrams not found elsewhere in the literature.

6.5. Maulsby, A., Hewett's Theory of Educational Engineering of Emotionally Disturbed Children Adapted for Curriculum and Clinical Practice of Baccalaureate Student Nurses in a Pediatric Course, unpublished. Doctoral Dissentation, Los Angeles: University of California, 1968, 438 pp. (Dissentation Abstracts, 1969, 29 (8-A), 2571-2572).

An adaptation of Hewett's theories on educational engineering for a pediatric nursing curriculum. Includes a curriculum for management of emotionally disturbed

children and a research design to test specific hypotheses about behavior change in student nurses and patients as a result of the use of the curriculum.

6.6. Paige, K., Warren Consoldiated Schools Adjusted Study Program, mimeographed, undated, 1970, 52 pp.

A model of a presentation to the board of education requesting approval to implement an Engineered Classroom in a public school.

6.7. Schrupp. J., Webster School Learning Center: A Case Study, unpublished, Master's Essay, Detroit: Wayne State University, 1972, 52 pp.

An account of an implementation of the Madison School Plan/Learning Center. Portrays strategies employed, problems incurred, adaptations made in a totally volunteer implementation effort.

6.8. Walls, Carole, Hewett's Engineered Classroom for a Kindergarten Program, unpublished MSS with color photographs, Detroit: Wayne State University, 1973, 17 pp.

Includes 20 color photographs and floor plan of the Engineered Classroom concept applied to a regular kindergarten classroom. This product clearly indicates the generalizability of the Engineered Classroom on two other dimensions: age level and setting.

7.0 Index of Names Connected with the Santa Monica Project

Frank M. Hewett,* Professor of Special Education and Chairman, Department of Special Education, University of California, Los Angeles.

Frank D. Taylor, Director of Special Services,** Department of Special Services.

Alfred A. Artuso,** Superintendent, Santa Monica Unified School District.

*Should not be confused with Hewitt, L.E., or Hewitt, O.J.

**Santa Monica Unified School District, 1723 Fourth Street, Santa Monica, California, 90401

Herbert C. Quay, Chairman, Division of Educational Psychology, Temple University, Philadelphia, Pennsylvania.

Robert J. Stillwell,** Director of Special Education.

Michael M. Soloway,** Project Coordinator.

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REFERENCE

Jordan, J.B., "Dial G for Grapevine: A conversation in Exceptional Child Research," Dimensions, Council for Exceptional Children, 1971, 5-17.